

**Lincolnshire Wolds Federation  
Positive Behaviour Management Policy**



**Monitoring and review**

The Executive Head is responsible for monitoring and reviewing this policy

**Approval**

This policy was agreed by the Board of Directors on: April 2015

## **Positive Behaviour Management/Support Policy**

### **Anti-bullying (Friendship) Policy**

#### **Introduction**

The focus of this document is to continue the development within LWF of a positive climate, which firmly insists upon high standards of behaviour.

LWF refers to both sites, St Lawrence and St Bernard's and includes The Maples.

The policies and practices set out in this document should be clearly understood, accepted and adhered to by the whole school community, staff, students, parents and governors.

#### **The Nature of Positive Behaviour Management**

- A student's behaviour encompasses everything they do and is an expression of their feelings.
- A student's behaviour may be interpreted as a positive or negative response to their environment and the people within it.
- A positive approach may be seen as one which has its main aim to nurture the individual with each member of the federation community respecting and valuing the individual to promote self-esteem.

#### **Positive Reinforcement – this could look like:**

1. A smile, word of praise
2. Catch them being good
3. Displaying the students' work in the classroom or shared areas
4. A public word of praise in front of a group, class or year, including 'worth a mention book'
5. A visit to a more senior member of staff for commendation
6. An exercise book comment
7. Positive comments conveyed to parents by telephone or letter
8. Recognition through signing, symbols, 'good ...'

#### **Rationale**

Good behaviour is essential, if effective learning is to take place. This Behaviour Policy results from consensus of all staff, and is intended to be an important element in achieving the aims of the school. Its aim is also:

- To ensure the safety and well-being of individual students, other students and staff
- To protect the environment
- Use strategies to help students develop appropriate behaviour
- To teach students that actions and choices have consequences
- To allow students to develop and demonstrate positive abilities and attitudes

All staff have an essential role to play in providing a good example to our students. Positive relationships between adults and students will highlight the importance of **MUTUAL** respect, personal values and the necessity to work hard, listen and be receptive for learning.

The success of our efforts will depend to a large extent on our ability to foster a school community, which promotes self-esteem, encourages self-discipline / self-regulation and hence the personal desire to adhere to the school's high standards of work and behaviour.

Staff should endeavour to provide an environment in which we:

- Develop our knowledge and understanding of each student as a whole person.
- Provide quality education / support and best efforts at all times, understanding and operating as free as possible from stereotyped notions of what the students like or what they cannot do.
- Maintain a rational and as calm response as possible when responding to a crisis situation.

### **The Federation in the Community**

We should demonstrate the pride we have in our schools, its appearance, its students and their achievements. Every opportunity should be taken to enhance the school's standing within the community. Our staff, students and their parents should be proud to be associated with The Federation.

Links with the wider community, involvement in community projects, visits, inclusion, media coverage etc. are always focused on achieving this aim.

Close links between the schools and their parents/carers, both formally and informally, facilitate open relationships and lines of communication. All students and their families have access to a diary for the exchange of information between home and school, however staff should ensure the communication methods used are appropriate and effective, incorporating the use of phone calls, text system, emails, celebration postcards, etc.

### **The Federation as a Community**

It is essential that this policy is consistently and fairly applied, is understood by ALL members of the school community, and is communicated to students, parents and governors.

Students should be, within their understanding, clearly aware of what constitutes acceptable behaviour. Good behaviour and all positive efforts will be rewarded and celebrated in assemblies or other appropriate opportunities and feedback given to parents.

A range of appropriate systems to support positive behaviour and sanctions exist(s) to deal with challenging and inappropriate behaviour. These are to be applied firmly, but with flexibility and understanding.

### **Expectations**

1. All relationships in the schools should be based on mutual respect and positive regard. This includes race, religion, gender, sexuality and additional needs. It extends to personal property and the school environment.

2. It is important that staff make it clear to students what is expected of them, maintain their own personal and professional standards at all times and apply the behaviour support policy consistently and fairly.
3. Praise and positive reinforcers should always support students and staff in their attempts to achieve expectations.
4. Each student has the right to be valued positively as an individual.

### **Setting Boundaries**

The staff within LWF work within a framework of gradual and graded responses to reduce the probability of challenging behaviour escalating. We work on the premise of preventative measures, diffusion and de-escalation (which should make up more than 95% of our responses). "Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour are well defined. Children need to be aware of what is expected of them." (Children's Act)

Each site and / or environment may also be organised in order to promote and encourage positive behaviour dependent on individuals or groups of students. For example, utilising the TEACCH method of 'first, then'.

### **The Students**

The students within LWF will be expected to:

Wear School Federation uniform / colours where practically appropriate.

Move at an appropriate pace around school environment

Attend school regularly and punctually

Attend lessons / group sessions punctually and remain in classes

Refrain from bullying, intimidation and harassment of other students including out of school time on social media

Refrain from using foul and abusive language, including comments relating to others' race, gender, family backgrounds and personal characteristics

Talk quietly to staff and other students / Communicate with respect for others

Wait their turn to speak / follow turn taking routines

Be polite

Be punctual

Respect other's property

Show consideration for others

Work hard

Show respect for the school environment

Only eat and drink in class during planned activities

**N.B. These expectations will be indicated by the class team during the first week of each new term and reinforced on a regular basis.**

## **The Staff**

The staff at LWF will take the lead by providing good role models. They will do this by:

Being punctual to their commitments in the schools

Being prepared with lesson plans and resources for each lesson

Treating student with respect, addressing student in a polite, calm and respectful manner (i.e. - whenever possible not shouting or raised voice)

Showing a willingness to listen and understand

Insisting on high standards of behaviour from students

Taking steps to develop acceptable behaviour

The toleration of bad language will be gauged dependant on the students need

Following a consistent approach, set out in the behaviour document

Creating an attractive, well organized, clutter free and appropriate learning environment, in order to meet individual needs.

Dress appropriately for the role

## **Levels of a crisis**

Staff are encouraged to look for warning signs; pacing, agitation and to think of reasons for this e.g. hunger, thirst, boredom and to react appropriately to rectify. Staff need to anticipate and intervene with a support strategy at an early stage to take the pressure out of the situation.

- Escalating tension may show itself by the student shouting abuse or being defensive, making personal and offensive remarks. There may be clenched fists and low level destruction of property. Basic rules are broken and the student refuses to comply with routines, challenging others to a confrontation.
- Alternatively, the student may withdraw and refuse to speak or dismiss attempts to interact. Sometimes students will hide (e.g. under tables). The response from staff is to offer clear, limited choices and set boundaries to provide an orderly structure and a focus to calm the storm.
- In a crisis people can become a risk to themselves and others. The response from staff is to continue attempts to communicate, divert and de-escalate. In positive handling a physical intervention should be considered to be part of the de-escalation process, rather than an alternative, to provide safety and certainty.

Choice points are like forks in a path. One route leads to aggression and the other leads somewhere else. The more forks there are in a path, the more opportunities there are to defuse and de-escalate. Offering and accepting help creates choice points. It is often at these junctures that a violent situation begins to calm, so the more offers of help carers can engineer without overloading the pupil, the more opportunities are presented to resolve the situation quickly.

It is important that staff are encouraged to feel confident in offering help, and to enable a culture in which accepting help is not seen as weakness. Seeking help is a sign of professional strength.

## **Support for staff**

1. If a member of staff judges that s/he requires support in dealing with a behaviour situation they should call for a member of staff for support (including the learning support team, within St Lawrence site)
2. Staff may remove students from class for a short period, to discuss issues or for a limited time out, in line with their individual behaviour plan. Any other circumstances would require for assistance to be sought. The lead staff member should, in consultation then decide on an action. If the student is removed, whether they are returned to that group depends on a variety of factors, the nature of the incident, the amount of time left to go, the attitude of the student etc., all being taken into account.

## **Policy into Practice**

Class rules, as appropriate:

1. Have effective classroom rules / expectations and explain the necessity for them. Discuss them with the students and have them agreed by the whole class and then make sure they are consistently adhered to and re-enforced on a regular basis. Be positive 'students will show good ...'
2. Never come to a hasty judgement about behaviour that is assumed to have taken place so that there may be a discrepancy between what is said and what is actually done. Display our class rules/ expectations in a prominent place, as appropriate. If a rule is infringed, refer to the agreed rules. The student should be aware which rule has been broken. Where appropriate seek an explanation and an assurance that it will not happen again.
3. Humour also deflates the build-up of situations. If a member of staff can see that the student's interest in his task is beginning to flag, the member of staff can inject some enthusiasm and interest, which rekindles the student's effort and pre-empts the misbehavior which could have followed.
4. Always praise desired behaviour and let the student know that you have faith in them and trust them. Sometimes an appeal to a 'difficult' student for fair play and consideration for others will curb his/her behaviour.
5. Poor behaviour can sometimes be reduced if the student is placed near a staff member and they can affect or prevent poor behaviour by word, a look or a gesture.
6. If behaviour is merely attention seeking it can be ignored, if detailed in the student's risk assessment or the staff member deliberately reinforces by praising good behaviour nearby and giving his/her attention to that.
7. Sometimes a student misinterprets another's behaviour towards them. The staff need to step into those situations and clarify the peer's behaviour so that the student no longer feels hostile or jealous when there is no need.
8. When an activity seems to be building up too much excitement or disruption, change that activity for a quiet one, but try not to make it seem a rejection of that student or a reward for disruptive behaviour.
9. Try to give a student a task within their capability and understanding, and give them time to talk and respond so that the student does not misinterpret or misunderstand. If he begins to show frustration with a task step in and help encourage and support.
10. Some groups of students are more mature or tolerant than others and placing a problem student in such a group for an activity can help.
11. Where possible our students need a structured day so that they know what is expected of them and that makes them more secure.

## **AWARDS. REWARDS AND PRIVILEGES**

Due to the current nature of the students different methods are utilised across both sites.

St Lawrence Site: For the majority of students across the site a reward system called 'points mean prizes' operates. This system is closely linked to students' ILP's and allows students to gain a maximum of 10 points each lesson. These points are collected by individual students and can be cashed in for gift vouchers or prizes during Friday assemblies. Points are awarded to students who are deemed or demonstrate the capability of understanding the concept of cause and effect used in this system. Immediate rewards such as sticker charts, praise, choosing time are used to develop students understanding of longer term cause and effect. Assemblies on both sites provide awards such as records of achievements, swimming and good work certificates etc.

St Bernard's Site: the majority of students access points / stickers for prizes. This can be a 'dip in the bag' from the head of site, or immediate rewards such as sticker charts, praise, choosing time, etc., which are all used to develop students understanding of longer term cause and effect.

## **Recording and Reporting**

A Risk Assessment to be completed on students prior to, or as soon after admission as possible if appropriate i.e. for those students who come with a history of, or present as showing, challenging behaviours. Risk Assessments are to be kept with student files.

Incident Analysis Sheets are to be completed for behaviour / incidents that result in any level of staff intervention. These are to be completed as soon as possible after the incident but no later than 24 hrs after. Within St Lawrence site these are recorded onto behaviour watch.

Physical interventions carried out must be noted within the bound book held in the head of Site office / Head of Care office within Maples and on the incident sheet and should be used as taught by 'Team Teach'. Recording within the bound book should be completed again within 24 hours.

Within St Bernard's site the forms should be dated and placed in the Head of site's office / sling.

Monitoring of incidents will take place on a regular basis in order to inform / activate a Behaviour Management Plan.

Where deemed necessary (if behaviours are reoccurring, or increasing in severity) a Behaviour Management Plan will be drawn up by the class team / teacher, discussed and signed by parents and other relevant professionals before implementation. The agreed plan will be written, dated and a review date set to monitor and review the plan. This will normally be at each term (x3 a year) or unless anything changes.

Once a plan has been completed then all staff, parents and people concerned need to know its contents in order that a consistent approach can be achieved.

### **Physical intervention.**

Any member of staff who works within LWF or any other person the Executive Head / Head of Site has authorised to have charge of pupils (learning support staff, RCO's, MMS) can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the student him/ herself)
- Prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether a teaching session or otherwise.

There is no legal definition of when it is reasonable to use force. In order to be judged lawful, the force would need to be in proportion to the consequences it is intended to prevent.

The degree of force should be the minimum needed to achieve the desired result.

**It is always unlawful to use force as a punishment. Physical intervention should be a last resort to be used when all other de-escalation strategies have been tried and failed.**

Physical interventions carried out must be noted within the bound book held in the head of Site office / Head of Care office within Maples and on the incident sheet and should be used as taught by 'Team Teach'.

As a federation we promote positive behaviours but also recognise that the students require an environment where an ethos that actions have consequences, exists. As such the following are some of the strategies available to staff, on an individualised level, as appropriate, as identified on profile / support plan:

- In general it is important that procedures are followed so that the site staff and leadership team are left with enough sanctions to deal with the intransigent student.
- In all disciplinary action / physical interventions it is important that the student understands fully that it is his/her behaviour that is not acceptable, not the student as a person.

#### **(a) Staff where / when appropriate**

- Immediate referencing of misbehavior (refer to agreed class rules / expectations) Stress the behaviors we DO want to see.
- A minor sanction/ consequence where possible relevant to the offence / behaviour  
E.g. -written or verbal apology if it has meaning, removal of graffiti, repair to minor damage.  
Seat the student in a different place or near a member of staff if he/she is being disruptive or disturbing others

Loss of break - to work with staff in addressing or continue with class work, emphasising the behaviour that is acceptable.

Removal from the classroom for a short period (2 minutes) to discuss situation with a member of staff. To be followed by apology and assurances that the poor behaviour will not be repeated. Care must be taken that the student continues to be supervised. Supervision ensures that the student is visible to the member of staff at all times.

Support students in self-regulatory behaviours such as removing themselves or be removed to an agreed area, such as a quiet room, learning support area, benches etc.

### **(b) Leadership Team**

- Parental contact, leading to verbal or written home/school contact
- Within St Lawrence site: Put on Report Book
- Short or Long Term Exclusion from class. Student to work in quiet room / learning support room, individual work area.
- Exclusion - fixed term
- Discussion with Referral to Executive Head / referral to LA, other professionals
- Exclusion - permanent

### **Exclusions**

Exclusions are few and far between at Lincolnshire Wolds Federation. They occur when a serious breach of discipline has taken place. Such as:-

- Unprovoked violence to another student
- Unprovoked violence to staff
- Absconding from school
- Deliberate damage to property/work
- Smoking
- Persistent and deliberate disruption in school
- Possession of drugs

Only the Head of Site / Executive Head are able to take this decision and in all cases discussions with parents, staff, other agencies will take place and in the case of a possible permanent exclusion discussions with Chair of Governors.

### **SCREENING AND SEARCHING**

There may be times when it is necessary to search pupils. The Fellowship follows The Department of Education guidance which can be found at [www.education.gov.uk](http://www.education.gov.uk)

## **ANTI-BULLYING POLICY / Friendship policy**

### **Mission Statement**

In the Federation we seek to develop an environment in which students feel safe and secure; an environment in which they are treated fairly by peers and staff; an environment in which their grievances are addressed.

### **Statement of Intent**

The aims and objectives of the Federation in formulating this statement are:

- All allegations of bullying are taken seriously and investigated
- To reduce and eradicate, wherever possible, instances in which students are subjected to bullying in any form.
- To establish appropriate means of providing after-care should an incident of bullying occur.
- To ensure that all students where possible and staff are aware of this Policy and fulfil their obligations to it.
- To meet any legal obligations, which rest with the Federation

### **Definition**

Bullying may be defined as 'behaviour by one or more people which produces damaging or hurtful effects, physically or emotionally, to any individual'. Includes reference to social media

### **Setting Standards**

The values and beliefs underlying this Policy may be considered in the context of the following statements:

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it
- The federation recognizes the detrimental effect on students who may be subjected to bullying and will work actively to minimize the risks
- Victims of bullying will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups
- The harmful effect on student performance, which can be occasioned by bullying is recognized and the federation is committed to combating all bullying behaviour

**N.B. All incidents of bullying to be recorded in individual logs and debrief.**

### **Persons covered by this Policy**

All students, whether permanently or temporarily on the school roll, will be covered by this Policy.

### **Actions to Combat Bullying**

Among the actions which the federation will undertake and maintain, in an effort to combat bullying behaviour are:

- Action against perpetrators
- Allocation of specific roles and responsibilities, both at staff and student level, (learning support team ( pastoral ), school council, prefects, playground pals, Junior PCSO scheme...) in order that incidents may be detected, behaviour monitored and appropriate after-care / support delivered
- The establishment of a database, through which all incidents are collated and periodically reviewed and reported in appropriate quarters
- Communication of the Policy and periodic update, in order to ensure that staff, students and parents are continuously aware of the Policy and also of their individual responsibilities
- Examination of preventative measures such as alteration to the school environment, procedures and practices, in an effort to reduce the risks of bullying behaviour occurring
- Staff training to ensure that all responsibilities in respect of the Policy can be delivered in a competent, caring and efficient manner
- Establishing an appropriate staff/student forum (e.g. school council, staff meetings, teachers meeting, and LSA meetings) in order that current issues with regard to bullying can be discussed on a regular basis

It is important that students recognize the difficulties, which staff may encounter in ensuring that the purpose and intent of the Bullying Policy can be effectively introduced and enforced. In this regard, students are expected to:

- Report all incidents of bullying using the procedures in place
- Act in a respectful and supportive manner to their fellow students, reporting any suspected incidents, which the victim may be afraid to report
- Adhere to and promote the aims and objectives of this statement
- Refrain at all times from any such behaviour, which would constitute bullying of fellow students
  - E safety training
  - Continual reference to what positive relationships look and feel like.

#### **Parents too can play a vital role:**

- Stressing to students the importance of social behaviour
- Informing school in a timely fashion of any concern, thereby allowing school to act accordingly

#### **Policy Ownership and Responsibilities**

This Policy will be considered to be a living document. As such, it will be periodically updated and reviewed.

Ultimate responsibility for its introduction and implementation will rest with the Governing Board/Executive Head Teacher / Head of Site. However, it is important to remember that all staff, students and parents have an active part to play, both in the evolution, development and maintenance of this Policy.

The ultimate aim should be to provide a learning environment free of any threat or fear, thus being conducive to the attainment of individual aspirations.

## **DRUG PREVENTION POLICY STATEMENT SUBSTANCE USE AND MISUSE**

### **Rationale**

The federation will not condone the misuse of drugs, alcohol or other substances, nor the illegal supply of these substances.

The federation is committed to the health and safety of its members and will take action to safeguard their well-being.

School buildings are no smoking areas.

The federation believes it has a duty to educate and inform young people on the consequences of drug use and misuse.

Drug education within the federation takes into account the varying need of all our students, irrespective of age, ability, gender or culture.

### **Aims of the Programme**

The programme aims to

- Enable students to make positive, healthy, informed choices
- Develop an understanding of the possible effect, risks and consequences of legal and illegal drug use
- Allow young people to explore their attitudes and develop an understanding of the attitudes of others
- When appropriate make students aware of the law relating to the misuse of drugs and understand the penalties in dealing in/or possessing drugs and other illegal substances.
- To develop an awareness of the correct use of prescribed drugs

### **Objectives**

- Where appropriate to provide opportunities for students to acquire knowledge and understanding of the dangers of legal and illegal drugs and substance misuse
- To provide opportunities to develop individual responsibility and responsibility towards others, equipping students with the skills and confidence to make positive and informed choices
- To teach all students ways of identifying the appropriate support agencies and to encourage students who may be misusing drugs to seek the help they require (harm reduction)

### **Drugs in School**

We intend Lincolnshire Wolds Federation to be a drug-free zone, therefore, we have a zero tolerance to illegal substances on site. Any students bringing illegal drugs onto the school site risks permanent exclusion.